



INSPIRE-ational units!

Teams of teachers and media specialists have created the following projects as examples of how INSPIRE can be incorporated into research projects for students in grades three through high school. These units reflect current best practices, instructional strategies, Indiana academic standards, information literacy and technology standards.

Sample Units:

Grade 3	Community Contributors.....	20
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3rd Grade / Community Contributions



Indiana Academic Standards:

Content Area:

Social Studies

3.1.2 Explain why and how the local community was established, and identify founders and early settlers

Science

5 Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live

Language Arts:

2. RDG COMPREHENSION:

Structural Features of Information and Technical Materials:

- ☐ Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts maps, and organization, to find information and support understanding

Comprehension and Analysis of Grade -Level-Appropriate Text:

- ☐ Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas
- ☐ Draw inferences, conclusions, and generalizations about text and support them with textual evidence and prior knowledge.

Expository (Information) Critique:

- ☐ Distinguish among facts, supported inferences and opinions in text.

4. WRITING PROCESS

Organization and Focus:

- ☐ Use graphic organizers to plan writing
- ☐ Write informational pieces with multiple paragraphs that offer a concluding paragraph that summarizes important ideas and details

Research and Technology:

- ☐ Use note-taking skills

5. WRITING APPLICATIONS:

Different types of Writing

- ☐ Write research reports about important ideas, issues, or events

Information Literacy Skills:

Standard 1: accesses information efficiently and effectively.

Standard 8: practices ethical behavior in regard to information and information technology.

Standard 12: uses technology tools to solve problems and make informed decisions.

Big Idea(s)/Concepts:

Citizens, like Thomas Jefferson, made important contributions to the community.

Guiding Questions:

(Questions that help us uncover the Big Idea/Concepts)

1. How did the important contributions this person made impact the community?
2. How did the events of this person's life contribute to the community?
3. How does this individual's community compare to the community in which you live?

Key Skills and Processes:

<i>Students will know how to...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none">*name the individual's contributions*identify the key events of the person's life*compare and contrast the community of the individual and their own	<ul style="list-style-type: none">*make a timeline of the famous person's life*summarize the key events and contributions made by this person*list resources used in researching

Assessment:

(How will students demonstrate their learning?)

Performance Tasks: <i>(Explain, interpret, apply, gain perspectives, demonstrate empathy, extend self-knowledge)</i>	Other Evidence: <i>(Quizzes, tests, homework, etc.)</i>
Research paper that includes: <ul style="list-style-type: none">*a timeline of the famous person*an acrostic poem*artwork supporting early events or contributions*demonstrate knowledge of main idea and supporting details	<ul style="list-style-type: none">*research paper*bibliography

Learning Activities:

(Activities that lead students to The Big Idea(s) and prepare them for performance tasks)

- ❖ Use print and electronic resources to research the famous person
- ❖ Utilize graphic organizers
- ❖ Instruction of accessing data in print and nonprint resources
- ❖ Instruction of using bibliography cards
- ❖ Instruction of fiction/nonfiction sources
- ❖ Instructing on the taking of notes
- ❖ Instructing proper writing of main idea/supporting paragraphs

Resources:

INSPIRE

Encyclopedia (print and online)

Non-fiction Books

Magazines

Real-life character portrayal

Reflections:

Teacher/ Media Specialist:

(What worked, what didn't?)

Community Contributors Project

3rd Grade

Find out more about the life and accomplishments of someone famous who has contributed to his/her community. The person's contribution may be through an invention, government service, military, or community action. You will need to use books and references to gather your information. Materials may be obtained from our school media center, your public library, and other resources you have at home.

Here are some suggestions:

Biographies
Encyclopedias

Non-fiction books
Encyclopedias

Magazines
Videos

Your report will be due_____.





Directions:

1. Read to gather information about a famous person who has made a contribution to his/her community.
Organize your ideas in the Organizer we provide
Be sure to find information about each of the following topics on Thomas Jefferson:
 - a. Family and Childhood
 - b. Career
 - c. Important accomplishments
 - d. Interesting facts
2. Your report should have at least 4 paragraphs: one for each of the 4 topics.
3. Create a timeline of this person's life. If you wish to add illustrations or color to make your timeline more interesting, please do so!
4. Draw a picture to accompany your report. Use crayons, colored pencils or markers to color your illustration.
5. Compose an acrostic poem. Write the letters in the person's name down the left side of the page. Choose words, which begin with the letters you wrote to describe this person. For instance, if you were writing an acrostic for George Washington, his first name might look like this:

General
Excellent president
Orphan at age 15
Revolutionary War
Government
Elected in 1789
6. Create an interesting cover for your Report Booklet. Include your name and date on the front cover.
7. List all the resources you used.

Research Report Rubric

Community Contributors Project

<p>1. Addresses all 5 topics.</p>	 <p>4 pts.</p>
<p>2. Uses at least two sources of information.</p>	
<p>3. Uses complete sentences.</p>	
<p>4. No mistakes in spelling, punctuation, or capitalization.</p>	
<p>5. Very neatly written or typed.</p>	
<p>1. Addresses 4 of the topics.</p>	 <p>3 pts.</p>
<p>2. Uses at least two sources of information.</p>	
<p>3. Uses complete sentences most of the time.</p>	
<p>4. Few mistakes in spelling, punctuation or capitalization.</p>	
<p>5. Writes neatly.</p>	
<p>1. Addresses 3 of the topics.</p>	 <p>2 pts.</p>
<p>2. Uses at least two sources of information.</p>	
<p>3. Uses complete sentences some of the time.</p>	
<p>4. Several mistakes in spelling, punctuation or capitalization.</p>	
<p>5. Writes fairly neatly.</p>	
<p>1. Addresses 1 or 2 of the topics.</p>	 <p>1 pt.</p>
<p>2. Uses one source of information.</p>	
<p>3. Uses many incomplete sentences.</p>	
<p>4. Mistakes in spelling, punctuation, and capitalization interfere with meaning.</p>	
<p>5. Illegible writing.</p>	